The National Hispanic University

Teacher Education

Summer

2006 Schedule of Classes
Where Every Student Counts!
www.nhu.edu

The National Hispanic University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) 985 Atlantic Avenue, #100 Alameda, CA 94501 510.748.9001
## 2006 Summer Semester Dates

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>May 8</td>
<td>Begin Teacher Education Module 1</td>
</tr>
<tr>
<td>Monday</td>
<td>May 29</td>
<td>Memorial Day—University Closed</td>
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<tr>
<td>Saturday</td>
<td>June 3</td>
<td>NHU Graduation</td>
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<tr>
<td>Thursday</td>
<td>June 15</td>
<td>End Teacher Education Module 1</td>
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<tr>
<td>Monday</td>
<td>June 19</td>
<td>Begin Teacher Education Module 2</td>
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<tr>
<td>Tuesday</td>
<td>July 4</td>
<td>Independence Day—University Closed</td>
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<tr>
<td>Thursday</td>
<td>July 27</td>
<td>End Teacher Education Module 2</td>
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<tr>
<td>Thursday</td>
<td>July 31</td>
<td>Begin Teacher Education Intersession</td>
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<tr>
<td>Monday</td>
<td>August 7</td>
<td>Begin Teacher Education Summer Institutes</td>
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<tr>
<td>Thursday</td>
<td>Aug 10</td>
<td>End Teacher Education Summer Institutes End Teacher Education Intersession</td>
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</tbody>
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**Fall Semester Begins August 14, 2006**
Course Descriptions

EDU 508 - 2B01
Educational Foundations
3 Units
Vecellio
5:30-9:30
Room 205
June 19 – July 26, 2006
The course does a systematic analysis of the effect of culture, values, language, economic status, gender and ethnicity on children in the classroom. Issues related to political control of education, English Language Learners, culture, assessment, philosophy and history is addressed.

EDU 514 - 2B01
Effective Teaching & Learning
3 Units
Stebbins
5:30-9:30
Room 207
June 19 – July 26, 2006
The purpose is to provide the teacher with the tools and strategies to be effective in the classroom. The content of this course includes effective teaching practices, learning processes, principles of instruction, teaching strategies, principles and techniques of classroom organization and behavior management and parent involvement.

EDU 515-2P01
Cultural Diversity in the Classroom
3 Units
Bronson
8:30-1:30
Room 209
July 31-Thursday August 10, 2006 (every day)
M-F/M-Th
This course focuses on the general nature of cultural diversity. It explores schools and community implications such as ethnic, linguistic, socioeconomic, gender and handicapping differences. Analysis of group culture patterns and value orientation; research findings in group education; new teaching approaches, materials, learning experiences, curriculum development, and school planning for classroom are covered. First week is M-F and second week is M-Th.

EDU 522 - 2A01
Methods: MS Science Curriculum and Instruction
2 Units
Yellenberg
5:30-8:30
Room 205
May 8 – June 14, 2006
Multiple Subject Candidates. Course covers theory, content and methods of teaching mathematics and science in the elementary classroom for mainstream and SDAIE students. The emphasis is on planning, instruction, assessment, computer-assisted instruction, resource materials, SDAIE and complex instruction. Integration of math and science across the curriculum is covered in order to provide access to all students to the core curriculum.

EDU 524 – 2T01
Secondary Content Methods: Curriculum and Instruction
6 Units
Hess
5:30-9:30
T/Th
May 9 – July 27
The Secondary Content Methods: Curriculum and Instruction Course utilizes observations in public school settings and participation in university classroom activities. Candidates will demonstrate an understanding of their chosen content area and will leave this course with a deep knowledge of the California State Content Standards and Frameworks. Candidates will
deliver lessons derived from state standards using a variety of instructional strategies appropriate to the lesson and learner. These lessons will demonstrate the basic principles and primary values underlying the discipline.

**EDU 530 - 2T01**  
*Methods: Lang. Arts & Reading Curr. and Instruction*  
Hofemann  
May 9 – July 27, 2006 (12 week course)  
T/Th  
Room 205  
Theory, content and methods of teaching language arts in the elementary classroom are covered in this course. Emphasis is on basic approaches to reading, vocabulary, comprehension, emergent literacy and phonics. Assessment of reading problems, remedial techniques and materials will be included. **Prerequisites:** Theory courses and subject matter competency.

**EDU 550 - 2B01**  
*Health Education*  
White  
June 20 - July 27, 2006  
T/Th Room 207  
California State Framework on Health Education includes concepts of health and wellness, measures of health status, comprehensive school health education, positive lifestyles, prevention and risk factors, nutrition, sexually transmitted diseases, addictions, narcotics, alcohol, drugs, tobacco, and other substances. **Candidates must enroll in Community CPR/First Aid.**

**EDU 551 - 2A01**  
*Inclusive Education Practices*  
Bronson  
May 8 – June 14, 2006  
M/W Room 207  
This course will provide knowledge on how to provide a less restrictive environment consistent with effective classroom strategies. Includes integration of learning for handicapped, physically handicapped, severely handicapped, gifted and talented, and culturally diverse students.

**EDU 555**  
*Student/Intern Teaching & Seminars*  
Rosenberg  
May 8-June 15, 2006  
Section 2A01  
June 19 - July 27, 2006  
Section 2B01  
Students are required to attend three seminars on campus during teaching module. Supervised teaching practicum in an elementary or single subject classroom. Students will demonstrate both ELD and SDAIE techniques during their student teaching as well as complete all Teacher Performance Assessments with satisfactory ratings. **Prerequisites:** Completion of all theory, subject matter competency, and methods courses or Chair’s approval.
SPEND FOUR DAYS WITH US PREPARING FOR THE NEW YEAR.

**Raising Student Achievement with Brain Based Instruction**

*Room 205*  
*Hofemann*

<table>
<thead>
<tr>
<th>3 Continuing Education Units (CEUs)</th>
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<tbody>
<tr>
<td>Includes materials, snacks, units, transcript</td>
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<tr>
<td>Monday-Thursday August 7-10, 2006</td>
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This course provides experienced and beginning educators with an understanding of the findings from current brain research and how it can be applied to teaching and learning. Participants will participate in brain-based learning experiences as they examine the work of experts and identify how the brain receives information and creates meaning from it. Throughout the course, class members will apply what they learn to their lesson planning and instructional practice in a way that leads to greater student achievement. Student diversity is addressed throughout the course.

**Effective Ways to Differentiate for Diverse Learners**

*Room 207*  
*Hess*

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This workshop provides an understanding and application of the principles and strategies needed to set up a classroom that provides success and challenge for academically diverse students. Participants will learn about the power of differentiation and explore how to adjust learning tasks for different types of learners.